

ACHIEVEMENT PROFILES: *what each means*

Arizona's new Achievement Profiles capture the performance level of every school and how far they've progressed during the past three years. The school improvement process begins with where schools start, how far they've come, and where they need help most in order to excel.

The Arizona Department of Education compiles annual achievement profiles from:

- Stanford 9 and AIMS tests for elementary schools
- AIMS scores, 4-year graduation rate, and annual dropout rate for high schools
- Using a 3-year rolling average of scores that fairly captures performance trends
- Which are benchmarked against state performance during 2000-2002
- Then assigned performance values for each grade/subject combination based on a scale of percentage growth or decline
- The sum of performance values equals the school's achievement profile.

Together, the State Board of Education, the ADE and the Arizona State Legislature will review the mechanism and statutes, which guide this process, at least annually.

Underperforming — needs to meet state performance and state progress goals.

School performance was below the state baseline in 2000 and did not make adequate progress, or the school started above the state baseline and did not make adequate progress through 2002.

Maintaining Performance — meets state performance goals, and needs to meet state progress goals.

School performance remains on par through 2002.

Improving – exceeds state performance and state progress goals.

School performance was above or below state baseline in 2000 and the school surpasses expectations through 2002.

Excelling — (defined by ARS §15-241)

More than 90 percent of school's students meet or exceed state standards consistently during from 2000 through 2002 on AIMS and 90 percent demonstrate appropriate One Year's Growth; and, if a high school, 90 percent graduate in five years, and less than 6 percent drop out each year.